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ABSTRACT

The present survey aimed to find out the opinion of employers on how women performed in employment interviews. The question raised was, "Are there any behaviors more common to women than men that are considered undesirable in an applicant and thus are hindering women applicants' chances of being hired?" An eight-page questionnaire was prepared to elicit employers' comments on various issues relating to women as applicants for employment. The employers in the sample represented various segments of industry, business, government and education. The following are the main results obtained: (1) employers reported that women's career goals and plans for the future are more short-term than men's goals; (2) marital status hindered advancement of women into management and a few other areas; (3) most respondents reported that women are more nervous and sometimes less confident during interviews than men are; (4) generally, female employers responded more liberally and tended to see no significant differences between men and women in a number of areas; and (5) most employers in the study seemed to be sincere in their efforts to afford women equal consideration in the employment interview and the hiring process. (Author/SE)

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Career Planning and Placement
The University of Michigan

"WOMEN IN THE JOB INTERVIEW"

Survey of Employers 1973-74

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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CAREER PLANNING AND PLACEMENT

"Women in the Job Interview"
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Introduction

In response to Federal legislation and the Women's Movement, employers have sought to hire increased numbers of qualified women in recent years. Career Planning and Placement decided to find out if women were interviewing skillfully for their expanding career opportunities.

We were prompted by questions from many of our women students who expressed uncertainty about employment interviewing. In particular, many women were concerned about the well-known "double-bind" that women face with regard to the quality of aggressiveness. That is, employers are looking for a certain amount of aggressiveness and confidence in an applicant as one indication of probable success on the job. Yet we were asked, "Aren't aggressive women often perceived as pushy, and their expressions of confidence interpreted negatively?"

We embarked on a project that would ask the opinion of employers and obtain their views on how women were doing in employment interviews. Are there any characteristics unique to women interviewees as a group? Are there any behaviors more common to women than men that are considered undesirable in an applicant and thus are hindering women applicants' chances of being hired?

There were three objectives for the project "Women in the Job Interview."

1) Obtain feed back on employment interviewing that would help our women students prepare for productive interviews.

2) Promote discussion and exchange of ideas between Career Planning and Placement staff and employers concerning opportunities for women.

3) Provide assurance to employers that Career Planning and Placement was actively interested in expansion of women's employment opportunities and encourage employers to examine their view of women as applicants.

An eight-page questionnaire was prepared to elicit employers' comments of various issues relating to women as applicants for employment with particular emphasis on the interview situation. This questionnaire, along with an explanatory letter, was mailed to a large sample of the employers who scheduled recruiting visits with Career Planning and Placement during the 1973-74 academic year. The sample consisted of 115 of the 137 employers scheduling visits. The 22 employers not included were those who scheduled visits subsequent to the conclusion of the study.

The employers in the sample represented various segments of industry, business, government, and education. They visited Career Planning and Placement primarily to interview Liberal Arts and Education students. (The University of Michigan operates a decentralized placement system, which includes separate placement facilities for the School of Business Administration and the College of Engineering. Only those employers who visited Career Planning and Placement

were included in the study, though some of these employers also visited one or both of the other placement offices mentioned.)

Employers were asked to return the completed questionnaire prior to their visit to campus. A Career Planning and Placement staff member then discussed the responses informally with the employer representative on the day of his or her visit. One follow-up letter was sent to those who did not respond. Of the 115 questionnaires mailed out, 54 were completed and returned for a response rate of 44%. Business and government employers represented 36 of these responses; 18 were from public school systems. 47 men and 7 women participated in the study. 22 business and government employers and 5 education employers indicated they had affirmative action programs. Positions interviewed for by representatives included: administration/management, teaching, counseling, personnel, sales, computer programming and systems analysis, engineering, and various scientific and/or technical fields.

Summary of Findings

Employers' answers about the women job applicants they interviewed illustrated a mixture of changing attitudes and traditional viewpoints toward women -- both by the employers and the women applicants themselves. Employers are making a sincere effort to give women equal consideration and to increase the number of qualified women in their organizations. Women are becoming more aware of career opportunities and of their potential in non-traditional roles. But the process is gradual. Many women still cling to traditional ideas or have not yet begun to understand the meaning of "career" versus "job." Some employers still view women's work roles as supplementary to men's careers or as temporary. The following summary reflects these mixed attitudes.

* Employers reported that while many women are becoming more career oriented, their career goals and plans for the future are more short-term than men's goals. That is, women think of first jobs rather than career paths, and plan in terms of a few years rather than the long-range. Many are willing to make the necessary commitment to work (such as willingness to work overtime) but they draw the line short of the greater commitment required by a career (such as relocation).

* The majority of employers felt that women did not inquire about advancement and related concerns as frequently as men did. One reason cited is that women are often so concerned about finding their initial professional job that they seem unconcerned about the future and often fail to research career progression in any organization. Often restrictions which have traditionally been imposed by family responsibilities--i.e. the limitations on time and travel--were cited as reasons for not seeking advancement. Other questions not asked by women are also significant. Women, according to recruiters, do not ask about the need for overtime and relocation any more frequently than men--even though for many women there may be difficulties in this area. The women interviewees also did not ask about the potential problem of discrimination in advancement and in interpersonal relations very frequently. Either many women are still unaware of these potential problems or perhaps they are afraid to raise these issues in a job interview.

* Women are aware of some, but not all, of the important qualities which employers seek in applicants. For example, women seemed to recognize human relations as a marketable and necessary skill for success. Women, however, did not as frequently mention organizational/administrative skills and long-term career commitment as qualities which may make them successful in their fields. Although many employers responded that women were uninformed about careers in general and unsure of their abilities and long term direction, these problems were encountered in male applicants just as frequently. Ignorance about career development seems, therefore, to reflect lack of career knowledge and self-knowledge by all college students, rather than just women students.

* Marital status plays a crucial role in some areas of the career decision but, not in others. Mobility and advancement into management were mentioned by employers as often being hindered by family concerns. However, even though marital status was cited as affecting these areas significantly, it did not seem to have a great impact on women's attitudes toward overtime work. 72% of the employers said women responded positively when asked to work extra hours. Of the total number of interviewers who answered the question, only 9.5% said women's answers depended on family concerns. Apparently then women

are dedicated to working hard and long hours but perhaps this dedication is tied to a particular job rather than to a career or to an organization that might require relocation.

* In some areas differences between public school and business/government employers' responses are substantial. Although most women were not knowledgeable about their potential for advancement, schools seemed to have a greater share who felt teaching, as opposed to administration, was the best possible role. Employer representatives more frequently encountered questions from women in education about school/community relations and local living conditions. In contrast, women interviewing with non-school employers seemed somewhat more concerned about attitudes toward women who move into management, and they seemed to place less emphasis on living conditions and the community.

When interviewers were asked what qualifications women thought were necessary for success, school interviewees saw human relations as by far the most important element in success. Scholastic ability, effective instructional methods, and ability to put one's philosophy into action were mentioned only one time each. It seems from these responses that women in education see human relations skills as far more valuable than theoretical and organizational abilities. In contrast, women interviewing with business and government employers seemed to think that their keys to success, were hard work, intelligence, aggressiveness, and skill in the area of work they were entering. Although six women felt human relation skills were important, the percentage is much smaller than those in the teaching areas.

Some of these variations may be inherent in the nature of public school employment versus that of a business or government operation. Possibly, however, these differences reflect the fact that teaching has always been considered a traditional woman's role and has attracted more traditionally-minded women than business.

* When asked if there were significant differences between how men and women conduct themselves in interviews, most employer representatives declared that women are more nervous and sometimes less confident, but dress more appropriately, and have decidedly better verbal skills than men. They further commented that, women tend to be less aggressive (in a positive sense) or show less initiative than men. Interestingly, a minority of employers expressed the contrary view: women are more at ease and more poised in an interview, as well as having better verbal skills than men.

* Employers' responses reflected not only the attitudes of women, but also the employers' attitudes toward women as applicants. For example, when asked if there were any differences between male and female applicants in the areas of commitment to husband and/or children or other personal commitments outside of work life, all employer representatives--male or female, business or education--reported that women applicants have more difficulty with relocation, child care responsibilities, and juggling a two career family than male applicants. However, there were differences between categories of representatives as to the perception of the nature of the difficulty. Female interviewers viewed it as a management problem between husband and wife. Male interviewers saw it as the woman's responsibility to be more committed to home and family than to a career or job and to consider the husband's career first. They assigned the breadwinning role to the husband rather than to both husband and wife. Business representatives indicated they were more aware of changing attitudes and seemed

to have more liberal attitude themselves toward women in careers. Education recruiters tended to maintain more of the traditional attitudes toward women in careers.

All employers tended to view married women as more limited than single women--limited not only in terms of geographical mobility but also in the extent of their commitment to a career. They further felt that married women are at a disadvantage particularly if relocation is a necessity. When asked if women should indicate their marital status as part of the application process, the general feeling among representatives was "yes." This was true, even though, marital status is not to be a factor in a hiring decision.

Employers felt that there were areas within their organizations where women might have difficulty. Supervision and management areas were mentioned by both education and business representatives as were traditionally male department such as manufacturing production, engineering, and the teaching of vocational education subjects as areas of difficulty. International business was also mentioned as a problem area--again because of lack of acceptance of women in a business role by foreign colleagues. One important difference emerged here, however, between the business and education employers: the business representatives suggested that the main problem for women is lack of peer acceptance by male colleagues, while the education representatives felt that women were not capable of handling management positions.

* Employers responses differed somewhat according to the sex of the employer representative. Generally, the female representatives responded more liberally and tended to see no significant differences between the responses of men and women in a number of areas. This was particularly true in the areas of importance of a career, personal commitments (excluding husband/children) outside of work life, ability of a woman to handle an administrative/management position, or willingness to work overtime. Further, they tended to express the difficulties women employees may face in work situations in terms of the need to cope with and work through the problem with co-workers and management, while some of the male representatives tended to feel that resolving difficulties were the responsibilities of the individual woman.

* Most employers in the study seemed to be sincere in their efforts to afford women equal consideration in the employment interview and the hiring process. Many acknowledged that women's attitudes toward career employment are changing and commented that they, as employers, have re-evaluated their attitudes about women as applicants and employees.

Their advice for women entering the job market centered on strategies for interviewing and included tips such as knowing one's own abilities and needs, having definite ideas on the kind of position sought, researching the organization prior to the interview, and finally knowing where one wishes to fit into the organization. Two final important bits of advice were to get practical experience and to go into non-traditional fields such as computer science, accounting, engineering, or management.

Evaluation

It is felt that the objectives of the questionnaire have been met. We obtained a substantive body of information from employers who are significant to University of Michigan students. The results of the "Women in the Job Interview" project have been incorporated into the Career Planning and Placement Women's Career Opportunities resource materials which are available on a browsing basis to all University of Michigan students. In addition, this report has been provided to the Women's Studies Department and other women's groups on this and other campuses.

Career Planning and Placement staff have added to their knowledge about opportunities for women in various employing organizations, not only from the written responses to the questionnaire but also from numerous discussions with employer representatives. Employers were extremely cooperative and welcomed the opportunity to keep our staff informed concerning their progress in the area of equal opportunity for women.

Finally, the questionnaire did encourage employers to look at their views of women in the interview situation and in the entire hiring process. As one employer commented, "Your questionnaire caused me to rethink my whole set of attitudes about women as applicants and employees."

ABOUT THE QUESTIONNAIRE

Since a greater number of employers from business and government participated in the study, there was a greater variety of opinions expressed by that group than by the smaller number of public school employers. Since questions were open-ended, employers often provided more than one answer; i.e. responded with two (or more) separate thoughts. Thus, the percent figures, or in some cases, the precent plus numerical figures, may total more than 100% or 115.

What follows is the complete set of findings from the project questionnaire "Women in the Job Interview." Questions or requests for additional copies of this study may be directed to Women's Program, Career Planning and Placement, The University of Michigan, Ann Arbor, MI 48104.

PROFESSIONAL GOALS

1. Do women's answers to questions about career goals differ from men's answers? If so, how? Please give specific examples.

   Of the total sample, 69.2% answered "Yes;" 30.7% answered "No." In the two groups: Business/Government, 58.8% "Yes;" 41.7% "No." Public Schools 87.7% "Yes;" 12.5% "No."

   Of all of the employers who replied "Yes." 36% said that women have shorter term career goals than men. 25% of the "Yes" group in business/government said this; 44.4% of the "Yes" group in the public schools gave this response. One employer defined it by saying, "They (women) often put a limit on their careers. For example, 'I plan to teach 5 years'." One employer specified that women think in terms of 1-3 years. As one business employer explained, "The woman does not realize that industry is not merely looking to fill a position but is looking for women who are interested in being developed to eventual management positions. The female applicant must adapt her thinking to a career path as opposed to getting a professional job."

   Another area of agreement in the "Yes" group can be contrasted as follows: 37% of the "Yes" group in the public schools said specifically that women are not as interested as men in supervisory or administrative roles. 20% of the business/government "Yes" group expressed somewhat similar sentiments, to the effect that women seem to have a limited view of their career opportunities. However, they gave a variety of reasons why this might be so and seemed to feel that lack of interest was not the only answer. Other reasons mentioned were conditioning and feelings of uncertainty. One employer said, "Some women I have interviewed are either reluctant or do not want to cast themselves into supervisory molds." One employer in retailing indicated that most women are interested in the fashion side of the business, which again would indicate a tendency to remain in an area of the field traditonally acceptable for women to pursue.

   In the business/government "Yes" group, the following opinions were reported by three employers each:

Women's answers reflect great concern about discrimination, "to the point of overkill," in one employer's words. Another said, "Female responses in some cases, are overly defensive. There appears to be an occasional attempt to interpret 'neutral' questions as sexist. For example, a question such as, 'Do you have any geographical preference?' has elicited a response like, 'Are you asking if I am immobile because of family responsibilities?' No male candidate has taken that question at other than face value; no female should."

Women seem more concerned than men with what could be termed secondary aspects of career employment, especially as regards the campus interview. More women than men, according to employers in the study, are concerned with job security, job location, hours, working conditions, salary. Concern for salary was interpreted in opposite ways by two employers in this group. One lumped salary in with other less important aspects of the job when he reported that women are more interested in these aspects than are men. However, another employer said that women are more interested in the less important aspects while men are interested in salary and advancement opportunities. The second employer obviously felt that interest in salary related to the more substantive aspects of the job.

Career goals of married women depend primarily on husband's or fiance's plans. One employer said that women's answers regarding career goals do not differ from men's except "where the female is married and does not feel that she can obtain her ultimate goals due to lack of mobility." Another comment indicates that married women are aware that employers may view them as more limited than single women: " Women seem to avoid talking about marriage since they feel it will hurt their chances of employment."

The remainder of the public school "Yes" group gave the following responses (One employer each): Women are not as interested in job security, better salaries, or fringe benefits (the opposite opinion from that expressed by the business/government employers who mentioned these factors); women usually center career goals around husband and family; and women seem more assured about where they wish to go in the future.

In comparing the responses of female employer representatives with male responses in the study, the business/government women felt that there was no difference between women's answers and men's answers about career goals. Four out of five of the women in business/government answered "No" to the question. However, both women in the public school group answered "Yes." One agreed with the men who said that women have shorter-term goals. The other reports that women center career goals around husband and family.

2. What do women say most frequently when asked about: a. plans for the future?

The responses to this question differed by type of employer. In the business/government group, 46.6% reported that women's plans for the future centered around careers and professional goals. "Their aspirations are similar to men's though not as positively expressed," commented one employer. Another said, "The usual answer I have found is that women plan a business career and that boyfriends, fiances or husbands understand and accept the business career attitude."

These responses contrast with responses from public school officials. 38.8% of this latter group reported that women mention marriage and/or family plans when they talk about the future. Only 11% of the employers in this group said that marriage/family considerations were paramount but 37.7% said that women make some mention of dropping out to raise a family, either permanently or temporarily. Only one employer in this group mentioned that women plan combining a career and raising a family, and even this employer qualified it to exclude doing both simultaneously --that is, he accepted the "U" shaped career pattern of coming back after children were older but rejected the idea of a woman raising small children while continuing her career.

In the business/government group there was a direct correlation between question 1 and 2a. All of the employers who said that women had short range career plans also reported that women's plans for the future are short range. However, one employer commented that most graduates, men and women, are, "more interested in the immediate future and primarily want a job." This was the second largest area of agreement, and it included 23% of the business/government employers responding to question 2a.

In the public school group, the correlation between questions 1 and 2a. was 50%. That is, half of the public school employers who said women have shorter term career goals than men also mentioned they have shorter range plans for the future. The remainder of the group gave various responses to question 2a, as summarized below.

Of the public school employers who said women do not aspire to administrative positions in question 1,50% reported that women talk of dropping out of their careers, either temporarily or permanently, for marriage or family reasons.

Several employers in both groups again mentioned exceptions where married women are concerned. Several employers commented that these women indicate that their job location depends on the husband's job. One female public school representative said, "If married, women usually state that their plans for the future depend upon the plans of their husbands. If single, the more independent woman will talk of traveling, getting an advanced degree, and career plans. The less independent will talk about her plans for marriage, supplementing her husband's income, or not working at all."

Two business/government employers specifically mentioned that women avoid talking of family or marriage plans when they discuss the future. No employers in the public school group made this point. As one female business interviewer put it, "Most women have the good sense not to interpret the question (about plans for the future) to mean personal future and therefore, usually stay away from marriage plans and children."

Two public school employers mentioned that some women are more career-oriented than others, but both seemed to feel that fewer women than men had this orientation. Both women in the public school group were careful to draw the distinction, saying that responses from career-oriented women were different than responses from women who were not career-oriented.

Other responses from public school employers were: women talk of interest in people (2 employers); women express a desire to do a good job (2 employers.)

2. What do women say most frequently when asked about: b. importance of a career?

In the business/government group, over 50% reported that women state a career is very important. Two of this 50% commented that many women specifically say that their career is primary and marriage/family is second. However, another employer said "...at an interview (formal) the career seems very important - but from experience in monitoring turn over, there seems to be a discrepancy in terms of sincerity." Two other employers in the business/government group said that since they do not ask this question of males, they do not ask it of females.

One female interviewer commented, "When I ask this question, I am usually very encouraged. Most women respond that they know their own needs demand a challenging career in addition to the other roles society allows them to have."

In the public school group, 33% responded that a career is very important as compared with 50% of the business/government group. Another 33% commented that women mention that they would alter their career because of marriage and/or family considerations while only 11% of the business/government group reported this.

2. What do women say most frequently when asked about: c. reasons for selecting a particular field?

In the business/government group the responses most frequently mentioned factors like challenge, responsibility, opportunity. 33% of this group mentioned these reasons, which, several pointed out, were the same reasons men give. Four employers in the business/government group mentioned that women give reasons of influence from guidance counselors, family, professors or friends in the field. Three said women's reasons are nebulous, vague or not supported by sound reasoning. (Another employer said that this is true of both men and women.) One employer remarked that women "....seem to be less compensation-oriented than men and select career fields based on 'likes'and 'desires' rather than future earning power." This comment further supports the idea, perhaps, that women are not thinking of long range plans. One employer said, "Too many selected the field because it was listed on the information in the Placement office."

While only 6% of the business/government group reported that women give the answer, "working with people," as their reason for selecting a field, nearly 50% of the public school employers reported that women give the reason "I like working with children," and another 22% reported "I've always wanted to be a teacher" as their reason for choosing teaching. Only 16% of the public school employers said that women mention they chose the field because of challenge or from influence of others in the field. The business/government employers termed "liking people" a cliche response and viewed it as evidence that the female applicants who gave this reason had not thought out their choice of career field adequately. However, none of the public school officials shared this opinion.

2. What do women say most frequently when asked about: d. reasons for selecting a particular employer?

In the business/government group, approximately 50% said women's reasons

are based on the reputation of the organization. Three of these employers commented that "reputation" meant specifically equal opportunity for women. The other 50% of this group mentioned that the organization was involved in areas that are of interest to the women interviewed. Six employers mentioned salary, fringe benefits and working conditions and 3 mentioned location. Three employers also pointed out that women are less likely to select an employer who is likely to require relocation.

In the public school group, over 33% said that women made some references to family/husband considerations in selecting an employer, while no employer in the business group mentioned this reason. The tight job market in education also affected women's responses to this question, with three employers commenting that most candidates are just happy to get a job with any school system and are not concerned with the relative merits of individual employers. Location was more frequently mentioned as figuring in the school system applicant's decision when compared with the business/government interviewee.

2. What do women say most frequently when asked about: e. reasons for selecting a particular position?

Most of the employers in both business/government and public schools mentioned reasons like scope of responsibilities, challenge offered, etc. Six business/government employers and one education employer said their answers were the same as a,b,c, or d. One employer in each group mentioned the reason was that the position coincided with husband's job. Four business/government employers mentioned that women select a position based on inadequate information and investigation. Two business/government employers mentioned that women select a position because of confidence in their ability to do the job; one education employer mentioned this.

On all parts of question 2, the business/government women interviewers seemed generally to report that women's answers in all areas were similar to men's responses. The public school women much more frequently reported that women's answers are different.

3. Do women have the same salary expectations as men for comparable position? If not, how do they differ? Higher, lower, or...?

71% of all employers in the study answered "Yes." In the business/government group, 68% said "Yes." In the public school group, 77% responded affirmatively.

The higher percentage of "Yes" answers from the public school group could be due, in part, to the fact that, as one school official said, "In most, if not all school systems, a graduated salary scale, based on degree and experience, exists."

In the business/government group, thoses who replied "No," indicated that women either expect or would accept lower salaries than men for comparable positions. In one employer's words, "As yet they [women] don't seem to believe that they will enjoy equality. They are still conditioned to expect less." Two employers in this group specified a figure of up to $2,000 a year less.

Three employers in the business/government group (two "Yes" and one "No") pointed out that they felt salary was more of a secondary matter to females than males. And one employer of these three qualified his "Yes" to say, "In a few cases, if married, they will ask for lower salaries."

Of those employers in the business/government group who said women's salary expectations are the same, few had additional comments. However, four employers did emphasize that women's expectations are the same recently but had been lower in the past. One employer commented, "Some [women] realize they can get higher (salaries) because of current E.E.O.C. pressure but for the majority, they want what their male counterparts are getting in comparable positions."

One "Yes" reply came from a government employer who said that he felt most college students are aware that civil service salaries are paid according to a fixed scale, much the same as for a public school system.

One "Yes" employer said, "However, college graduates in general, with no experience, expect much higher salaries than what is currently available for entry-level professional or technical positions."

Among public school employers, two mentioned that women do not seem as concerned with salary as men, and one of these two stated again that salary expectations of single women are the same as men but, "married women don't appear to be that concerned." Again, one employer commented that expectations are the same now but had been lower in the past.

As in the business/government group, all of those public school employers who answered "No" indicated that expectations are lower but did not say how much lower. One of the public school officials who answered "No" did say, "However, there is no correlation between merit and placement in salary and years of experience between men and women. Women are paid higher this year but not significantly."

Four of the five women representing business/government in the study felt that women's salary expectations are the same as men's; the public school women interviewers in the study were split, one feeling that they are the same, the other saying that they are lower, commenting, "They want the same but feel they may not get it."

4. Do women ask about company promotions and potential for advancement as frequently as men? In your opinion, why or why not?

Of the 18 schools which responded to this question, 14 of the interviewers felt that women do not ask about advancement as often as men. Many of the recruiters felt that women in teaching do not seriously consider moving into administration. Teaching is either viewed as the most desirable function or is seen as the best way to combine a career with family needs. Many women seem to see teaching as a profession involving only a short term commitment.

In contrast to the negative response from schools, business/government recruiters seemed somewhat more positive. 15 out of the 34 responses indicated that women ask about promotion as frequently as men. Most of those responding positively felt that women are recently becoming aware

of opportunities existing for women especially in management. As a result they ask about advancement more often. Two recruiters definitely felt that women are more strongly career oriented now than in the past.

Despite these positive responses, 15 other interviewers from business/government felt that women do not inquire about advancement as often. The reasons cited were that women are often "hung up" on getting their initial professional job and often are either unconcerned about the future or else lack knowledge about career progression. The inability to relocate and the limitations on overtime and travel--the kinds of restrictions often imposed by family responsibilities--were also cited as reasons for not seeking advancement.

5. a. What qualifications do the women you interview believe to be necessary for success?

There were some qualifications which women felt were necessary for success. 22 recruiters out of 45 who responded felt that women think human relations and interpersonal skills are very important. Other qualifications preceived as valuable included education and training (9 responses), hard work (8 responses) knowledge of subject (10 responses), dedication (10 responses), and personal perserverance and initiative (7 responses). Other qualities mentioned included pleasant personality, successful experience in the past, aggressiveness, good grooming, creativity, and flexibility.

In is interesting to note however, that only one recruiter listed "femininity," as a perceived qualification for success. Apparently women do not view that trait as the ticket to a job.

Unfortunately, other qualities which would seem desirable are not perceived as valuable. These included self-confidence, organizational skill, and desire for a long-term career; only one recruiter apiece listed these as perceived qualifications for success. As one interviewer responded:

> "Too often desire is their very weak substitute for professional skills or competence. A substantial minority seem to think that 'wishing will make it so.'"

Some differences did appear between the schools and businesss/government employers. School interviewees tend to see human relations with children, parents, and staff as most valuable. These were mentioned a total of 17 times among the 17 schools who answered this question. Dedication, appropriate training, and understanding of the subject matter were also mentioned. However, the areas of scholastic ability, initiative, effective instructional methods, and the ability to put one's philosophy into action were mentioned only one time apiece. It seems from these responses that women see human relations skills as more necessary than theoretical and organizational ability.

In contrast to the schools, women interviewing with business/government employers seem to think the keys to success were hard work, intelligence, aggressiveness, and skill in the area of work they were entering. 8 out of 28 business/government responses listed hard work as a perceived key to success. 6 listed intelligence; 5 listed aggressiveness, and 12 listed

a response about demonstrated competence in their area of work. Although 6 responses indicated that women feel human relations skills are important, the percentage is much smaller than those in the teaching areas.

5. b. What qualifications do you feel are necessary for success in your organization?

The responses from interviewers on this particular question were more diverse than on the previous question. However, 7 areas seem to include many of their responses. Human relations skills were mentioned 26 times out of 52 responses (50%). Motivation/drive/self-determination were mentioned 17 times. Also rating high were intelligence (14), communication skills (10), training (10), management potential (9), and hard work (10). Flexibility and personality were also mentioned occasionally.

Between the schools and business/government recruiters there were some differences. The school recruiters put a heavy emphasis on human relations and also on competence in one's particular subject area. Businesses stress motivation/drive, management potential, intelligence and hard work. However, it is interesting to note that 10 business/governemnt recruiters felt human relations skills were important and 8 listed communication skills as necessary for success.

5. c. Are any of the qualifications mentioned in (b) above frequently absent in the women you interview? If yes, please give specific examples.

Of the 51 respondents, 69% felt that women lacked certain qualifications. Of this 69% group, 10 were schools and 25 were businesses. However, although 35 women were lacking in some area, 11 respondents in this group felt that men also lacked these qualifications, and therefore it was not just a problem of the female sex but a problem of all prospective employees.

Several specific qualifications were absent. Responses from schools indicated a smattering of reasons. However, the business/government employers focused on specifics: 4 recruiters stated that women are not career oriented. 3 said women are not willing to put in the necessary extra hours and effort. 6 commented that women lack agressiveness. Among the comments from business/government employers the following seem to express some of their sentiments:

> "Because of the almost total lack of competitive situations for females in both high school and college (i.e., athletics, etc.) they are, in general, not good competitors."

> "The round educational preparation aspect is frequently absent. Most of the women I've interviewed are math, sociology, psychology, and education majors who, having found difficulty in locating employment within their educational discipline, are struggling to find work with anyone who will have them. Aggressiveness would appear to be lacking in many cases and I also have noted an absence of any viable plan for career self-actualization in many female candidates."

"They are not absent in the women I have interviewed, but they are not strongly expressed. I do not want to imply that hard sell is desirable; however, the resumes, applications, and interview demeanor of the women candidates do not normally stress the analytic abilities or flexibility or even maturation that these women have."

Summary of question five.
It would appear that the traits viewed as valuable for success on the part of employers and applicants varied depending on the type of employer. Schools tend to emphasize human relations skills predominantly as do their interviewees. However, business/government employers tend to look for more diverse skills. Although human relations skills are viewed as important,other traits and skills are valued as necessary for success.

6. How do women respond to questions about relocation?

As might be expected, marital status significantly affected women's answers about mobility. Of the 15 schools responding, 5 said that women respond positively to questions of relocation and only one recruiter said women reply hesitantly. However, the other 9 school interviewers (60%) felt that marital status is the significant factor. For married women relocation is a much larger problem than for single women.

One question that could be raised in dealing with the schools' responses is whether mobility is as large a problem as with businesses/government. School districts cover a smaller area and therefore within a district the distances necessary to relocate are minimal compared to business/government offices. Apparently the only other way schools could interpret this question would be whether a woman could leave the University of Michigan campus locale for another area of the country.

Marital status was mentioned as significant by only 8 of the 31 business/government employers (26%). Another 26% responded that women are positive about the ability to relocate, and 26% also felt that women respond negatively when asked about mobility. Of the remaining responses 5 recruiters felt that women's answers to these questions were as similar as mens'.

One interesting note is that of the 4 female interviewers who responded, none of them felt women react negatively to mobility. All 8 responses stating that women react adversely were written by male interviewers.

Again differences between the schools and business/government group are evident. The bulk of the school responses rested on the question of marital status while the business/government responses tended to be more diverse.

7. How do women respond when asked if they are willing to work overtime if their job requires it?

From the recruiters' viewpoint, women are very willing to work overtime. Out of the total number of employers (38) who responded to this question, 27 said that women are agreeable to working overtime. A few even said

that women expect overtime. Of the other 11 responses, 4 felt that it depends on family concerns, and 3 others felt that women agree in theory but object when overtime is a reality.

The only significant difference between the schools and business/government employers was the percentage of positive responses. 50% of the school recruiters felt that women respond positively while 69% of the businesses felt women respond positively to overtime.

8. What kinds of questions are you asked more frequently by women than men? Please give specific examples.

The responses to this question were very diverse; however there were a few responses given more often than others. Of the 45 employers who answered the question, 10 said that women's questions are no different than men's. 10 employers said that women ask about opportunities for advancement more frequently than men, and 8 said women specifically ask whether females are hired for management. Other questions asked by women concern the nature of the community in which they would work and the actual working conditions such as benefits, job training, and hours of work.

Women seeking employment with schools seem more concerned about the community support and about living conditions; however, women looking for jobs in business/government seem to be more interested in advancement and the attitude toward women who move into management. All the responses indicated the latter were from businesses. No schools indicated that women ask about administrative opportunities.

It is interesting to note the questions not asked by women. Women, according to the recruiters, do not ask about the need for relocation or about overtime any more frequently than men. The women interviewees also do not ask about the potential problem of discrimination very often. No schools mentioned this as a problem raised by women and of the 28 business/government recruiters only 5 said that women raised questions about potential discrimination. Either women seem unaware of this concern or perhaps are afraid to raise this question in a job interview.

PERSONAL QUALITIES

1. When discussing the following areas, do women seem to respond differently than men do? If so, how? a. Commitment to husband and children

A large number of respondents, 29% of the business respondents and 11% of the education respondents, answered "not applicable" to this question even though that was not a category specifically called for. Two of the business recruiters did not answer the question and 22% of the education recruiters did not either. Another 29% of the business recruiters and 22% of the education recruiters stated that the women they interview do not seem to respond differently from men when discussing commitment to husband and children. However, three of the business respondents gave one exception: relocation. One stated, "The woman's response to family commitment is the same as a man's except when it comes to relocation or travel."

34% of the business recruiters and 61% of the education recruiters answered "Yes" to this question and pointed out that women are either more committed to husband and/or children than men are, or at least this is an area of concern and potential problems. It is interesting to note that the male recruiters in both business and education simply state that women have a greater commitment to husband and children than to their jobs, but five female recruiters (three from business), two from education) view it as a problem of management between husband and wife. As one woman recruiter put it: "Men do not consider there might have to be a compromise between their and their wife's careers. Women consider that a possiblity and are generally willing to compromise if necessary." Continuing this idea further, another female recruiter indicated that the women applicants she interviews feel their careers are equally as important as their spouse's.

The male representatives simply did not view it this way. They pointed out that even with changing attitudes, the husband and family commitment is much stronger for women than their commitment to a job or career. "Generally family commitment comes first with women since they know that their husband makes most of the income. Men will rank this high in importance, but job is part of commitment," one stated. They also made the further distinction that work for women is still considered self-fullfillment outside the home while for men it is the breadwinning role. Another commented, "While less emphasis is placed on this commitment than in the past, there is still the feeling that the husband is the primary breadwinner."

There did seem to be, however, a slight difference in the male responses between business and education. While the men respondents in business frequently made reference to changing attitudes and life styles, those in education continued to mention the traditional viewpoint on women in careers.

Relocation and responsibility for children were two problems mentioned by all of the respondents. Male as well as female respondents pointed out that relocation is particularly difficult for married women, and in fact many recruiters made a distinction between single and married women, in the interviewing process. It was generally felt that married women suffer a distinct disadvantage if it is necessary to relocate in order to

accept or be promoted in a position. Again, however, there was the difference between male and female recruiters on the perception of the problem. Women representatives perceived relocation as a problem to be worked out between husband and wife while men representatives felt it is the woman's responsibility. This was also true in the area of responsibility for children, with one exception: female recruiters stated that women still tend to bear the primary responsibility for caring for children--especially if anything should go wrong and one spouse is needed at home.

b. Other personal commitments outside of work life (please specify) .

There were a large number of "no responses" to this question among both business and education employers. One third of the business representatives and 28% of the education representatives did not answer the question. Of the business employers who did, 17 or nearly half, replied that there are no differences between men and women in their other personal commitments (excluding spouse and children) outside of work. However, only 1/3 of the education employers gave this response.

Only 11% of the respondents from business declared that there are differences between women and men in their personal commitments outside of work. Interestingly, three mentioned that men tend to be more interested in and involved in sports activities than women are and one employer reported that some of the men he interviews even express a desire to be relocated near good spectator and participant sports activities. One recruiter gave a particularly insightful comment on the differences he observes between female and male applicants he has interviewed. "A number of social, political, and sports activities are less evident in the resumes of females (they may be active but it doesn't show). Extracurricular activities usually end up being more advantageous to male candidates who stress them. This is the only answer I can give since I don't think other personal commitments outside of and not impacting on the work situation are any of my business."

The seven education recruiters (or 38%) who felt that there are definite differences between male and female interviewees in their personal commitments outside of their work life gave a variety of differences--everything from women do not seem as concerned about fringe benefits as men to, "Generally men will have plans for graduate study leading to career advancement (principalship, administration, positions) that women do not often have."

Finally, it is interesting to note that of the seven female employer representatives (2 in education and 5 in business) responding, only one (in education) felt there are difference between men and women in their personal commitments outside of their work life. The five female business recruiters felt either there are no differences (three expressed this) or that the question was not applicable (two stated this).

2. Should women specify marital status on their application?

Fourteen or a full 78% of the education employers felt women should indicate marital status when applying for a position. Responses from these recruiters ranged from "Definitely, the job might be unsuitable and it would be unfair for us not to point that out;" to "We might as well face the fact that married women have more responsibilities away from the classroom than does the man." Both of these responses were made despite the fact that marital status is not to be a factor in a hiring decision.

The responses from the business employers were more varied. Two did not answer the question. Four felt marital status was an optional piece of information in the application process. 18 or 50% wanted women to indicate marital status, saying that it should be taken into consideration since it is one piece of their background information. Six of the 18 made it a point, however, to declare that this question should be asked of men as well. Another three of the 18 said that knowledge of a woman's marital status in the application process was important since marital status would affect her potential for advancement. As one put it, "It tells a great deal in terms of relocation possibilities and the woman can best be counseled on advancement opportunities which often depend on overtime and/or relocation."

The remaining 10 business employers answered "No." These included four female recruiters, one of whom very accurately summed up the ambivalent attitudes expressed toward asking a woman's marital status, "It is my personal feeling that marital status is not job related and therefore, should not be specified on the application that the [organization] asks an applicant to complete. I believe that that is the legal position the [organization] must take also. I don't feel it is necessary to include that information on a resume, but my guess is that most interviewers will want to know what her status is."

3. Do you find any differences between men and women in the area of non-verbal communications? (e.g. physical appearance/appropriateness of dress; gestures/hand movements/posture; nervousness; facial expressions/eye contact; rate of speech/tone of voice . . .)

Nineteen or more than half of the business recruiters answered "Yes" to this question. Of these, half stated that women are more nervous and sometimes less confident in the interview situation than are men. Reasons offered for this is that women have only recently begun seeking managment level positions in business (traditionally male areas) and as such are not accustomed to the business interview. As one recruiter put it, "...some female candidates are unfamiliar with the business framework and the 'competitive' situation, inherent in an interview. This lack of familiarity, and uncertainty of expectations, can work as a disadvantage, leading to some unnecessary nervousness and defensiveness." Also pointed out by several recruiters was the perception that females tended not to be as aggressive nor to exhibit the qualities of initative and drive as frequently as males--all of these characteristics being considered important for careers in management.

On the positive side, however, a number of respondents stated that the women they interviewed have better verbal and communication skills than the men. The recruiter quoted earlier comments: "If they are not stifled by the

situation, the females I have interviewed tended to be socially more adept than their counterparts in terms of communication skills." Also mentioned by seven (or 37% of those answering "Yes") respondents was the perception that women are more careful about their appearance and dressed more appropriately than men. Interestingly, in contrast to what is mentioned ealier, a minority of four recruiters felt that women are more at ease in the interview, more poised, and speak better--with a more moderate rate of speech and a greater range of voice expression, as one interviewer said, "Women adapt better to the pressure of the interview. Men walk in nervous and never seem to calm down. Women usually start to loosen up very quickly." Finally, two pointed out that the women they interview have better eye contact than do the men and also gesture a bit more.

The respondents from education agreed with those in business. 12 or 2/3 answered "Yes" to this question and declared that women are more nervous, sometimes less confident, dress more appropriately, talk more and at a greater rate of speech, and are more demonstrative in facial expressions and touch. One stated, "Women have reached over and touched the interviewer. Men never do."

There does not seem to be any significant connection between the sex of the recruiter and his or her answers to this question. Three of the female business recruiters and one female education recruiter answered "No" to the question while two women business recruiters and one woman education recruiter answered "Yes."

4. Of the following personal characteristics, rank the five which you feel are most important in evaluating a woman applicant after an interview?

___Analytical Skills

___Verbal Skills

___Assertiveness

___Creativity

___Cooperativeness

___Intelligence

___Interpersonal Skills

___Ambition

___Physical Attractiveness

___College Grades

___Extracurricular Activities

___Realistic Understanding of Weaknesses

___Adaptability

___Sense of Humor

___Other_____

___ _____

___ _____

Responses ranked in order of importance (as indicated by a compilation of individual representatives' responses) are as follows:

Business/Government Representatives' responses:

(1) Verbal Skills

(2) Intelligence

(3) Ambition

(4) Analytical Skills

(5) Interpersonal Skills

(6) Adaptability

(7) Assertiveness

(8) Creativity

(9) College Grades

(10) Extracurricular Activities
Realistic Understanding of Weakness
Cooperativeness
Physical Attractiveness

(11) Sense of Humor

Educational Representatives' responses:

(1) Verbal Skills

(2) Intelligence

(3) Interpersonal Skills

(4) Creativity

(5) Cooperativeness

(6) Analytical Skills
Sense of Humor

(7) College Grades

(8) Extracurricular Activities
Realistic Understanding of Weakness
Ambition

(9) Adaptability

(10) Physical Attractiveness

GENERAL

1. Are there areas in your organization where you feel it might be more difficult for a woman to succeed? If so, please describe.

On this question the business employers were evenly divided in their opinion. 46% felt that there were no areas in their organization where women would have difficulty succeeding. Another 46% said, however, that there were. (8%, including two females, gave no response.) International business was mentioned as particularly difficult for women by two who stated that some overseas countries are not yet progressive enough to accept a woman in a management position. Four, or 1/4 of those answering "Yes," listed some area of management or supervision as the area where they felt women would have difficulty. Responses ranged from, "top supervision--due to relocation requirements," to "perhaps as a supervisor over a male dominated department--such as janitors or shipping and receiving--otherwise--no problems." It seemed, however, that even though these four mentioned supervision as a difficult area for women, their real concern was the type of department the woman would be a supervisor in. This theme was mentioned again by another 25% of those

answering "Yes."

They specifically listed manufacturing production areas, skilled trades, or engineering as places where women would face trouble. It is interesting to note that the real difficulty being pointed out by these eight respondents is not that women have difficulty doing the work but rather that the problem is acceptance either by male workers under her supervision or male co-workers and peers. As one recruiter phrased it, "If she is job qualified she can succeed anywhere in the traditionally male areas... It might be more difficult for us to adjust to a female. She should have only slightly more difficulties than a male. We try hard but in ignorance we occasionally error."

Other reasons listed by those declaring women would have difficulty succeeding in certain areas of their organizations were overnight travel, relocation, a predominately female work force (It was suggested there would be a clash here), and sexual overtures from male co-workers.

44% of the education recruiters also felt that either traditionally male teaching areas (such as vocational education subjects) or supervision would prove to be difficult areas for women. However, they differed from the business recruiters in that they felt women would have difficulty doing the actual work. Several listed the demands of principalship positions or higher levels of administration as being too much for a woman. There would be too many demands on her time, she would not project the right image, and also that women, in the opinion of one recruiter, do not like to work for other women.

Of the seven (two education, five business) female recruiters responding to this question, two in business and one in education did not answer the question. One each in business and education answered "No" and two (both from business) answered "Yes." Their answers were from the point of view that women are having difficulty being accepted by corporate males outside the organization--i.e. clients or customers of the organization.

2. Does your organization have an affirmative action program for women?

BUSINESS:

No Response: 8 No: 5 Yes: 22

EDUCATION:

No Response: 1 No: 12 Yes: 5

3. Are you male? _____ female? _____

BUSINESS: 31 Males; 5 Females

EDUCATION: 16 Males; 2 Females

4. For what kinds of positions to you interview?

BUSINESS:

Administration/Management 28

Teaching 2

Counseling 3

Sales 15

Personnel 8

Other: Several Miscellaneous Responses:

Finance - 1
Research - 2
Science - 2
Technical - 3
Consulting - 1
Data Processing - 1
Secretarial - 1
Engineering - 5
Broadcast Journalism - 1
Psychology - 1
Computer Programming - 1

EDUCATION:

Administration/Management 10

Teaching 18

Counseling 11

Sales 1

Personnel 2

Other: Secretaries 1

5. If you were advising a woman student entering the job market today, what suggestions would you have for her?

The responses from both education and business recruiters fell into four major categories: descriptions of personal characteristics desirable in a job applicant, references to the job market, advice on the type of position to seek, and strategies on how to get there. Six of the education recruiters suggested a woman be herself and be honest and one thought she should "remain a woman." Five mentioned the tight teaching job market and suggested either preparing for positions outside of teaching or going into an area of teaching that is more open (such as special education). Six listed general job hunting strategies and one suggested the old "know how to type...." Only one suggested seeking an administrative position: "Go after administration if so inclined. The sky is the limit."

Eight of the business recruiters gave tips on the kind of personal characteristics they prefer in job applicants. Being confident and honest, having a positive attitude, being natural, and exhibiting aggressiveness and initiative were the main qualities mentioned. Curiously, one suggested women should, "retain the image of feminity and capitalize on it, while still displaying

resoluteness, goal directedness, and independence of thought," while another cautions to not let "feminine restrictions" interfere in her business activities."

The largest category of responses were grouped under the heading of job hunting strategies. 21 responses were counted here, including all five of the female recruiters' responses. All responses emphasized the necessity of the woman knowing her own abilities and needs, having definite ideas on the kind of position she's seeking, researching the organizations she is interviewing prior to the interview, and , finally, developing an idea of how she, with her own unique capabilities and goals will fit in with that organization. Two recruiters offered these tips, "If you want to obtain a position in business, then prepare your education that way. Avoid the coursework that has always been 'female related' such as Social Science, English, History, etc. as a major. We need Accountants, Managers, Engineers, Computer Scientists."

"A woman student should get as much practical experience as possible prior to entering the job market. While this holds true for men also, I believe that it is more important in the case of women. This additional experience would help the woman become more aggressive and more knowledgeable of practical business considerations."